

INCORPORATING CULTURALLY RESPONSIVE TEACHING IN AFTER-SCHOOL
PROGRAMS

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by
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Abstract

The number of immigrants has increased in the past three decades in the United States. This phenomenon has required schools to adapt to the needs of their communities and guarantee the right to education of immigrant children. Therefore, most counties offer English as a second language programs so students can learn the language and start or continue their education. However, students need additional support because families face a language and cultural barrier that compromises the students' academic success. That is why some communities offer after-school programs to help students complete their homework and help families support their children. This paper summarizes how mentorship can be aligned to culturally responsive teaching to support students' academic and social development through a series of photocopiable activities, and resources that tutors can use.

Dedication

I would like to dedicate this work to my husband, Cristian Pazmino. Without his support, many of my dreams would still be dreams.

Acknowledgements

I would like to express my gratitude to Professor Paula Wilder, my advisor, for her constant support and prompt responses. I would also like to thank Dr. Michelle Plaisance for her continued encouragement and hard work. Finally, I would like to thank El Puente Hispano for letting me contribute and become a member of the community.

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Chapter 1: Introduction

In the fall of 2018, there were five million students who were English language learners (ELL) in the United States, which makes up 10.2% of the global student population according to the National Center for Education Statistics (2021). According to the same source (National Center for Education Statistics, 2021), Spanish was the home language of 75.2 % of ELLs. On a local perspective, statistics show that Cabarrus County Schools, in North Carolina, provides education to 5,499 Hispanic students, which makes up 17% of its total school population (Public School Review, 2021). The proposal of this work aims to contribute to part of that Hispanic student population in Cabarrus County by implementing a peer tutoring program that can be framed under the theoretical background of culturally responsive pedagogy.

It is important to consider that ELLs are students who are in the process of learning English and their primary language is not English (Bowman-Perrott et al., 2016). Cabarrus County Schools has a significant number of students who need programs that support the quality of instruction for those ELLs. The district offers English as a Second Language (ESL) classes with pull out formats where students go to an ESL lesson with another teacher every day while their classmates remain in the classroom with the regular teachers. There are also a few elementary and fewer middle schools who offer a dual language program in Spanish and Mandarin. Regular and Advanced Placement (AP) Spanish programs in high schools are offered as well as Spanish for native speakers' classes and a class of Spanish and health to prepare future interpreters in the medical field. The district also offers a service of interpreters for community members who do not speak English and need to communicate with schools (Cabarrus County Schools, 2021).

In such a context, some community members of the city of Concord in Cabarrus County, in North Carolina, benefit from the services offered by different agencies or local organizations who devote their work to the Hispanic community. El Puente Hispano is a local organization that focuses their work on three areas: family support and social services, education, and civic engagement (El Puente Hispano, n.d.). They have been working in the area for more than five years, and they offer an after-school program that is based on peer tutoring with volunteers who are mostly Hispanic high school students from the community.

The purpose of this project is to design a set of tools, strategies, and techniques that come from the culturally responsive pedagogy. In that manner, the after-school program could be strengthened, and their work can be more intentional and theoretically aligned. According to Hammond (2015), culturally responsive pedagogy gathers a series of strategies, tools, and techniques intended to motivate racially and culturally diverse students to accelerate learning by means of acknowledging the students' cognitive resources or background. Suto (2020) stated that peer mentoring offers students a unique opportunity to improve academically across several areas of development. Peer mentoring also provides an opportunity to strengthen relationships, collaboration, and community building.

Given that El Puente Hispano has a strong community approach to their work, this project includes different strategies grouped in four stages suggested by culturally responsive teaching. To begin with, building background knowledge allows students to connect the content they are studying to prior knowledge and experiences (Herrera & Murry, 2016). Another set of strategies has been designed to foster multicultural celebration that will allow tutors to incorporate elements that bring laughter and enjoyment, which could increase engagement and improve learning processes (Herrera & Murry, 2016).

The third component of this project has to do with metacognitive strategies that contribute to the student's ability to assess any task, come up with a strategy to complete it, execute it, and reflect on it. This helps the program create independent learners (Jackson, 2015). The final component of this project is academic follow up through communication paths established by tutors and leaders with parents and schools. With these communication paths open, parents can have a better understanding and handling of their children's academic, social, and emotional process in alliance with school and the after-school program. This component can help create the much-needed bond that contributes to a sense of safety for the students and helps them reach their goals (Jackson, 2015).

Therefore, the four components of this project contribute to the students' improvement of academic and linguistic performance. Ultimately, this project aims to create independent students who are aware and proud of their cultural and linguistic diversity, which contributes to its perception as an asset that enriches their communities. In that sense, this project intends to contribute to the work El Puente Hispano is already doing, which is in alignment to what the school district is also aiming for its culturally and linguistically diverse student population. By providing more tools and organization to the after-school program, volunteer tutors can give their best with the time they invest in the program. Also, students can create a stronger bond and sense of community. Furthermore, this project can also serve as the ground for further research in the field of culturally responsive teaching, metacognition, and second language acquisition as ongoing contributions to El Puente Hispano.

Chapter 2: Literature Review

When it comes to implementing strategies that foster positive social interactions, encouragement of success and confidence in students, peer tutoring has been shown to be helpful for native English-speaking students, and in English language learners (ELLs). Peer tutoring has been conceived as a set of practices and strategies where peers benefit from practice, repetition, and clarification of concepts while teachers facilitate and guide the process, which aims to help students achieve academic success (Bowman-Perrott et al., 2016). However, in the case of ELLs, it takes a significant importance given the social constructivist nature of peer tutoring. It is important to mention that most ELLs are probably new to the language, and they are also adapting to the country and its culture. Therefore, having a chance to develop social skills, healthy social interactions, and engagement contributes to their academic success, but also to the cultural assimilation process they are going through (Suto, 2020).

In this chapter, I explore the benefits of peer tutoring in terms of culturally responsive teaching (CRT), and how the social component of learning contributes to the students' cultural integration and academic success, so they can also take on positive roles in their communities along with their tutors or mentors. Then I will navigate through some components of CRT like building background knowledge, creating meaningful learning, and the integration of culture in the classroom, which I consider key elements that will help complement peer tutoring. In like manner, metacognition, and its contributions in teaching English as a second language (TESOL) will be explored, as well as its interaction with CRT. Finally, I will discuss the importance of

keeping communication channels between school and parents emphasizing the needs of ELLs' parents.

Peer Tutoring or Mentoring in Afterschool Programs

Willis (2012) defined peer tutoring or mentoring as a community-based model that seeks improvement of learning skills by means of social relationships and the promotion of positive identity development. Peer mentoring has shown positive outcomes that range from fostering empathy for others and their differences to embracing wellbeing and dealing with tougher issues like bullying. The possibility of generating such a safe environment contributes to the improvement of cognitive skills through conversation, instruction, role modeling, and advocacy.

Peer tutoring can take place in different formats. For example, with one-to-one peer sessions, group study sessions, same age, cross age, academic settings, moral support or pastoral focused. Whatever the context, peer tutoring generates a system with participants whose understandings and needs intersect creating a positive effect in their lives and their communities (Fayram, 2018). Beyond academic success, there is evidence that peer tutoring or mentorship enables the possibility of personal growth and well-being among its participants thanks to its community focus, which is key during the adolescent stage of development because teenagers seek for a sense of belonging and acceptance. A community in a mentorship program can create a safe space for students to grow academically, personally, and even offer a safety for participants to share their stories of resilience. This aspect is paramount in communities with adolescents at risk who are less likely to seek mental health and instead they get advice from their peers (Douglas et al., 2019).

Peer mentoring has gained more relevance in the United States given the lack of qualified English as a second language teachers. Almost 50% of new teachers decide to change careers in the first five years of teaching (Kissau & Tosky, 2015). Therefore, in communities where there are no teachers available, older students who have been educated, learned the language, and are able to give back, and they become the mentors for new generations of ELLs. This allows community strengthening, sense of belonging, academic growth, but mostly increased well-being among its members (El Puente Hispano, n.d.).

It is important to mention that a tutoring program needs to build a culture of care in its relationships. Students need mutual respect, affirmation, and validation. In other words, whenever there is effective rapport and alliance, there will be cognitive insight (Hammond, 2015). Considering that ELLs are adjusting to a new country, education system, school culture, it is important for them to be welcomed in an environment that will affect the students' perspective on schooling, attitudes toward learning, behavior in class, and academic performance (Herrera & Murry, 2016).

Téllez and Waxman (2010) suggested that afterschool programs have been serving several communities in the United States. Over the years, it has been possible to determine that afterschool programs have been contributing to students at risk for school failure, among which, ELLs would benefit the most given the extended opportunity of speaking English outside the school. It has also been observed that positive neighborhood environments have a greater impact on student academic improvement.

Culturally Responsive Teaching

Culturally responsive teaching is a trend that seeks to develop academic accomplishment as well as social consciousness, cultural affirmation, self-esteem, and integral individuals who

have the capability to transform their communities. Introducing culturally responsive techniques in the classroom has made a positive impact on ELLs because they are able to make connections between their home cultures, their language, and the content they are learning in school (Sancyk, 2021). At its core, CRT proposes that all students can learn, and teachers need to be willing to modify curriculum, instruction, and procedures. This will allow culturally and linguistically diverse students to reach their full potential, but it will also foster equity and justice (Wang & Machado, 2015).

According to Hammond (2015), one of the key components of CRT is its ability to use the existing neural pathways in the students' brains to create new knowledge. Additionally, Chuan and Yang (2015) considered that CRT, being a socio-cultural learning approach, follows three stages and starts by activating knowledge that comes from the students' experiences at home, in their communities, or their home countries. Teachers can activate previous knowledge by introducing music, video clips, stories, pictures, or food. Those items need to go through a process of reflection and research, so it is appropriate and culturally relevant for the students (Xu & Drame, 2007). Besides that, Hammond (2015) found that it is important that teachers establish bridges between the activated knowledge and new knowledge by feeding the brain the right amount of information. Students process better new information if presented by chunks, and in small amounts.

The second step in CRT lets the students' brains process the new information with the stage of elaboration, which can be presented as movement, repetition, storytelling, music, graphic organizers, etc. The last step is the application of new knowledge, which will allow new neural pathways to be created because students have acquired a new skill set and knows how to use a piece of information or a concept (Hammond, 2015). By reflecting on their learning

process, students become critical thinkers who can self-regulate the development of their knowledge and how it is applied (Richards, et al., 2007)

From a theoretical and philosophical point of view, CRT requires certain elements to be guaranteed for its application to be successful. First, it requires cultural awareness to be introduced in the classroom in an intentional way, not just as a celebration of culture, but as a resource to process information and achieve learning (Sleeter, 2011). The second component is closely related to culture because it needs the students' background knowledge and context, so the content makes sense in their brains, which allows students to be active participants of their learning process because they contribute with their own experience (Wearmouth, 2017). Finally, metacognitive skills will help mentors and mentees become critical thinkers who know how they learn better and are able to apply those skills in and outside the classroom (Richards et al., 2007).

Culture in the Classroom from the CRT Perspective

The process of learning takes place within a social and cultural context that matches the school and its community. ELLs need to achieve learning within such context that differs from their background, expectations and behaviors. Therefore, it is important to reconcile those elements between home and school if learning is expected to occur successfully (Xu & Drame, 2007). In a culturally responsive classroom, teachers incorporate students' social, ethnic and cultural realities into instruction. This helps culturally diverse students connect with the content and get more engaged in their learning process because they see themselves represented in it (Rodríguez, 2014).

One way to introduce culturally relevant instruction material is by selecting books that portray themes, characters, and stories that are relevant to the students' reality. Rodríguez (2014)

pointed out that young Hispanic students responded positively to such material and were willing to read more books if they were culturally relevant. Danzak (2011) suggested that there is a connection between literacy development and identity construction, which can be exploited as a source for meaningful learning if students are welcomed to share and write about their experiences considering their cultural and linguistic diversity. Therefore, literacy becomes personal, making learning also a personal experience.

Peregoy and Boyle (2007) suggested that CRT fosters security and a sense of belonging by means of paying special attention to the social and emotional needs of students beyond content or curriculum. Another way to generate a sense of belonging is by honoring the students' languages and cultures (Wand & Machado, 2015). Finally, having activities, projects, and situations that highlight the importance of the community beyond the classroom help create an environment in which students support each other and take part in building such a learning community (Landay, 2001).

Building Background Knowledge to Create Meaningful Learning

CRT is based on the idea that students make connections between what they learn in school and their personal experiences. This conception of learning comes from constructivism, which states that an individual is capable of building knowledge by testing new information based on previous knowledge and experiences. Then, new knowledge is integrated when the new information is applied to new situations allowing for more complex information to be acquired and learned (Huang et al., 2011). The fact that CRT promotes learning through the

comprehension of students' diverse backgrounds helps create a safe learning environment, which leads students to more complex and meaningful learning (Chuan & Yang, 2015).

When teachers fail to make connections between new information and previous knowledge, students tend to be less effective at handling the new pieces of information. This happens because the new information needs to be sheltered in a learning experience that helps make sense with previous knowledge and experiences (Herrera & Murry, 2016). CRT takes relevance in meaningful learning because it requires teachers to dig deep in the students' funds of knowledge, and it needs to be grounded in the students' context. When this is achieved, authentic meaningful learning takes place. Therefore, every new piece of information that enters the students' brains needs to make sense with what they know, their experiences, and their needs. Otherwise, that information will get lost, will not be useful, and academic growth will not happen for those students (Hammond, 2015).

Metacognition in the CRT Classroom

Wilson and Conyers (2016) found that along with linguistics skills, ELLs benefit from metacognitive strategies as part of their learning process. When students can think about their learning, monitor it, and adjust their performance, they know how, when, where and why to apply a determined metacognitive strategy. Successful students are normally reflective when monitoring their performance. They would ask themselves what they are doing, how they are doing it, and what they can do better next time.

Additionally, Dirksen (2012) considered that it is important for students to understand how the learning process works because they will be more intentional with their performance. Besides that, students will be facing great amounts of information, but that information will stay longer in their brains if they use it for some purpose. Then such information will be encoded into long-term memory making it available for retrieval whenever necessary. This makes the information meaningful, but it serves the students best to know how the thinking process works.

The use of metacognitive strategy awareness will enhance ELLs' comprehension skills. For instance, when ELLs are facing listening comprehension, they may benefit from the use of problem solving, and planning/evaluation metacognitive skills. In fact, it is suggested to deepen the study of the implications of metacognitive skills in the classroom given the evidence of positive effects mostly in lower levels (Dabbagh, 2014). In other areas like reading and writing, it is recommended to implement metacognitive skills like planning, monitoring, evaluating, and basic skills like thinking about thinking to increase the use of higher thinking skills, develop self-regulating habits, and improve academic performance in L1 and L2 whenever that is a possibility (Briesmaster, 2017).

Finally, Hammond (2015) noted that when metacognitive strategies are used in the context of CRT, they can help students build intellectual capacity or also called intellectual competence, which is the power created by the brain to process complex information in a more effective way. Furthermore, students benefit from metacognition across all areas when teachers introduce it during instruction because the class becomes self-driven, reflective, and independent. (Wilson & Conyers, 2016).

Communication with Parents who are Speakers of Other Languages

Téllez and Waxman (2010) considered that parents play a major role in their children's academic success. However, when parents do not have access to community resources, programs or proper communication with the school, success might be elusive until a connection is made. That is why it is important that educators consider the socio-cultural processes in the community when planning curriculum, instruction, and programs (Herrera & Murry, 2016).

Through communication, family and school can forge a partnership that aims for the students' well-being. However, communicating with ELL parents can represent a great challenge (Dunn, 2019). Educators have been facing this situation regardless of their training, experience or expertise (Guo, 2010). Therefore, when establishing communication channels with parents, it is important to consider intercultural communication which focuses on the awareness of differences in the discourses of cultural groups aiming to avoid misinterpretations (Guo, 2009).

Also, Guo (2010) showed that a great opportunity to establish connections is a parents' night hosted by the teachers if possible hosted by the ESL staff. This helps create an environment in which parents feel valued and welcomed in the school despite the language barrier (Dunn, 2019). When planning a parent's night, staff needs to consider all the information and resources they want to share with parents and what they want to get from them, which will contribute to the community building effort (Guo, 2009).

For communication to be authentic, meaningful, and bidirectional, there are certain considerations of infrastructure, staff, and school culture that need to be implemented. First, schools need to understand that parents are willing to make part of the school community. In fact, Waterman (2007) stated that ELLs' parents consider education as an important element in their childrens' lives. Yet, their involvement in school activities is low. Therefore, face-to-face events need to be hosted, such as registration, book fairs, parents' nights, or open houses. These

events help families learn how the school works. Also, they provide important information, and sets the tone for communication and environment during the school year. It is important for schools to be prepared for non-English speaking families with intermediaries who can interpret the events (Dunn, 2019).

District and school wide written communication needs to be clear and accessible for non-English speakers. Given the number of Spanish speakers in the United States, it is common to find forms and other official communication in Spanish, but it is important that teachers can have basic communication templates for regular teacher-family communication. Creating a welcoming environment ranks among the most important because it makes families feel safe and valued (Dunn, 2019). Additionally, having school-based intermediaries who are bilingual helps parents and teachers communicate the everyday needs and requirements for the children's well-being. In that way, not only students will feel welcomed, but parents won't feel that schools put barriers in their way (Toohey & Derwing, 2008).

Finally, an interesting aspect of family-school communication is that it creates the most felt need for parents to learn English. This leads parents to enroll in local ESL classes and it is a motor for community engagement. Ideally, schools, local organizations and families work together as a community to help their children succeed (Dunn, 2019).

Conclusion

Communities need to come together to support their children and meet their needs. In the case of ELLs, it is important for schools to establish procedures to foster equality and justice (Sleeter, 2021). Adapting the curriculum to the students' context will, not only make the school more welcoming for students and their families, but also it will also translate into academic

success for the whole student population (Guo, 2010). Therefore, there needs to be a liaison between school, families, and community agencies to put together their efforts and guarantee better results for students (Dunn, 2019).

Peer tutoring or mentoring benefits from the theoretical perspectives of CRT because both share the common goal of lifting community members by means of applying a constructivist approach to the academic work, which is grounded on validating the community's diversity, needs, strengths, weaknesses, and willingness to make a change (Bowman-Perrot, 2016). A peer tutoring program needs to acknowledge elements like building background knowledge and culture to create meaningful learning experiences, introducing metacognitive strategies to help learners learn better, and promote communication channels to create a network that supports its children (Fayram, 2018).

Chapter 3: Project Design

This chapter will explain the rationale of creating a booklet for tutors of the afterschool program that is run by El Puente Hispano in Concord, NC. The booklet will contain tools and strategies that come from Culturally Responsive Teaching (CRT) and aims to support the work that tutors carry out with English language learners (ELL). CRT integrates the students' characteristics, experiences, and perspectives into the afterschool program's content making an emphasis on cultural value and the development of learning communities to contribute to society (Maasum et al, 2015).

The booklet will include weekly activities that tutors will need to include as part of their routine in the afterschool program. Each week, they will take care of one aspect of the CRT proposal of this project, which aims to improve the students and tutors' sense of belonging, improve academic performance, and establish communication channels with schools and families.

The first activity that needs to be completed refers to building background knowledge. With the suggested activity, tutors will be able to offer students an opportunity to make a connection to the students' prior knowledge, experiences, and beliefs. By making this connection, students will be able to reflect on how the content they are learning in class relates to their lives. Acknowledging the relevance of curriculum content in the students' lives through access to their prior knowledge results in the cornerstone of long-term memory retention (Herrera & Murry, 2016). Therefore, the suggested activity for the first week of work for this

project will try to incorporate elements from the students' conceptual comprehension, and vocabulary growth.

The second activity deals with the integration of culture in the classroom. The students who attend the afterschool program at El Puente Hispano come from different backgrounds. Even though they are all Hispanic, most of them come from Mexico, but some of them come from El Salvador, The Dominican Republic, or Honduras. Students will be encouraged to share a cultural aspect of their country with their tutors and classmates. Tutors will present interesting facts about Hispanic countries, and traditional games, songs, and stories will also be included as part of the cultural integration. It is important for tutors to appeal to the students' diverse background to activate the resources that students bring to the classroom (Johnson & Chand, 2012).

The third activity involves tutors engaging with students in metacognitive strategies that hopefully will promote an awareness of how students learn. It has been proven that academic success is linked to what students know about learning (Dabbagh, 2014). So, tutors having a moment of metacognitive awareness and reflection will allow students to execute school activities with preparation, planning, and strategic thinking (Lam, 2009). Ideally, tutors will apply this tool and will also benefit from the reflective process.

The fourth activity aims to establish communication between schools and families knowing that most families speak Spanish at home and not always have someone who speaks English around to help with translation. So, this part of the project will offer the opportunity for those families to connect with the schools and their teachers. Tutors will offer that opportunity to overcome several issues that are normally present in ELLs' families besides the language barrier. For instance, Guo (2010) states that families have different expectations for their children and

their schools that come from their cultural perspective. In the same manner, there are misconceptions from schools or teachers who do not expect parents to be as involved in lowering the expectation on the child or their families. The fourth component of this project will try to serve as a tool to overcome such challenges and will be applied at least once a month or as the situation demands

Ultimately, the project intends to contribute to the work that is being carried out already at the afterschool program. It is important that tutors can count on tools that will guide their work and expand it beyond completing homework that students bring from school. Students will benefit more if they learn strategies to learn better, acknowledging their cultures and connecting the new knowledge to what they already know. Finally, inviting families to communicate with schools so they can keep track of their children's work and progress will make a difference in academic performance and community building.

Chapter 4: The Project

Culturally Responsive Activities for After School Tutors

Worksheets and resources for tutors
who want to support their students
with culturally responsive activities.



Created by Alejandro Luna

October, 2021

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How to use this booklet



This booklet was designed for tutors working with students in after-school programs. The following worksheets and tools are meant to be copied and adapted to the reality of the community that is being served. The resources are organized in a way that can contribute to the development of a culturally diverse community.

Resources on pages 1 and 2 will help tutors building background knowledge and vocabulary. Those worksheets can be used whenever students start a new unit or once a month. The following pages (3, and 4) can be used to generate awareness of cultural diversity and encourage respect among the people attending the program. In addition, the next 3 pages offer resources to promote critical thinking and develop metacognitive skills. Finally, pages 8, and 9 offer two formats of communication logs. The first one will allow the tutor to register contact with teachers of individual students, and the second one will allow to report communication of all the students the tutor is in charge.

The application of one of these resources at least once a week will contribute to the students' academic, emotional, and social development.



KWL/CQA

Building
Background
Knowledge

Name: _____ Date: _____

Know Conozco	Want to learn Quiero aprender	Learned Aprendí
-----------------	----------------------------------	--------------------

--	--	--

New Words Palabras Nuevas	
------------------------------	--



Vocabulary

Building
Background
Knowledge

Name: _____ Date: _____

Definition:

We find this word in
these expressions:

Word:

Use the word in a
sentence:

Make a drawing:



My Culture

Cultural
integration

Name: _____ Date: _____

My family speaks
these languages

My favorite food

My favorite traditions
and holidays

Traditional clothes

Other fun facts about my culture

Name: _____ Date: _____

Cultural
Integration

I wear...

I eat...



I celebrate...

I go...

What did I learn?

Metacognitive Skills

Name: _____ Date: _____

What were my learning goals?

Did I achieve them?
How do I know? Give an example

What should I do better next time?

How can I use what I learned in a different situation?

What do I feel proud about today?

5

Self Evaluation

Metacognitive Skills

Name: _____ Date: _____

Today...



- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| • I followed instructions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I was respectful to my tutor and classmates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I completed all my assigned work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I had a good attitude. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • My work was neat. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I was friendly and caring. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I participated actively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

This is how I feel about school

Metacognitive Skills

Name: _____ Date: _____



Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE (Sports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Communication Log

Communication



Tutor: _____

School: _____

Student: _____

Grade: _____

Teacher: _____
e-mail: _____

Date: _____

Parent: _____
e-mail: _____
Phone: _____

Communication
Completed

Academic development

.....
.....
.....
.....
.....
.....
.....

Socio-emotional development

.....
.....
.....
.....
.....
.....
.....

Other observations or comments:

.....
.....
.....
.....

Communication Record

Communication

Tutor: _____
Month: _____



Student	Com. w/ teacher	Com. w/ parent



General observations or comments:

Chapter 5: Conclusions

When English language learners (ELL) enroll in schools, most of them have access to English as a second language (ESL) programs that help them learn English and catch up with the content they are learning in their corresponding grade. When I started volunteering at El Puente Hispano, I learned that sometimes those students do not have anybody at home that could help them fully understand their assignments. Sometimes that caused students not to complete their assignments affecting their grades. That is why El Puente Hispano started an after-school program so that middle and high schoolers could support elementary school students in learning the language, completing assignments, and integrating them in the community.

The booklet that resulted after this research incorporates elements from the Culturally Responsive Teaching (CRT) and aims to support tutors by giving them tools to use with students attending the after-school program. Therefore, the booklet starts with a brief explanation of how to use the different worksheets and resources. All the pages have been designed to be photocopied and used with any topic that students might be studying at school. Each page has a box on the top right corner that describes the element of CRT that the page will cover. For instance, the first set of activities will support building background knowledge and vocabulary. The following set supports cultural integration in the after-school program. The third set contains activities to enhance metacognitive skills. Finally, the fourth set contains tools to support communication with school and families.

By applying one of the worksheets or tools at least once a week, tutors can structure the support they are giving to students. With the background knowledge and vocabulary building

activities, students will be able to incorporate what they know into the content they are studying in school. Besides that, tutors will be able to support their progress in language acquisition.

The cultural aspect is highly valued at El Puente Hispano. Therefore, including activities that invite students to share elements of their cultures in the after-school program will contribute to the reflection that cultural diversity makes a community richer and stronger. The cultural activities also meet a linguistic goal that will allow the students to develop writing, speaking, and conversational skills. Finally, the set of cultural worksheets can be applied during any month of the year, but it would bring more ideas to talk about if applied in common holidays like Christmas, New Year, Easter, Valentine's Day, Carnival, or Day of the Death.

The section with metacognitive strategies will foster reflection and self-monitoring on how students learn, their feelings, perceptions, and needs regarding schoolwork. If applied at least once a month, the worksheets will encourage students to take charge of their academic performance by reflecting on its process. It is important for tutors to have conversations with students so that they can offer their help and walk with the students the path towards academic success. Finally, the metacognitive tools are designed for tutors to have a moment of reflection that can be used to establish paths of communication and determine needs that can be covered in the program and the rest of the strategies of the booklet.

Tutor coordinators will be able to keep track of how students are making progress with family-school communication logs. Hopefully, these tools will help families take charge of their children's education and overcome the communication barrier that prevents them from getting involved. Tutors will be able to use the logs to establish contact with teachers and communicate with families so that any needs the students might have can be covered by the families or the after-school program. For instance, if the student needs to work on a pending assignment,

vocabulary, math problems, or a project, tutors can use the time they have with the students to complete such assignments. Additionally, families will be informed, and tutors will find easier ways to get them involved in their children's education by communicating what teachers need parents to know and vice versa.

To conclude, it is important to mention that tutors and students normally create a bond, and their work is highly appreciated in the community. They are the reason why the after-school program has been well received in the community, and every year there are more people willing to be part of it. Therefore, the booklet that resulted from this project ultimately is a humble contribution to the great work that is already taking place at El Puente Hispano.

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